

# 02\_Object Control/Manipulatives

Content Area: **Physical Education/Health**  
Course(s):  
Time Period: **Full Year**  
Length: **Type Length of Unit**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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"Movement Skills and Concepts include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures). Movement skills fall into three main categories: locomotor, non-locomotor, and manipulative skills. Concepts into categories such as spatial awareness (where the body moves), body awareness (what can the body do), qualities of movement (how the body moves and with whom/what does the body move)." (2020 New Jersey Student Learning Standards - Comprehensive Health and Physical Education)

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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Essential Questions:

- Relationships exist in many form but do the exist between a person and object?
- A tool has a specific job, a hammer hammers nails. Can the human body be a tool?
- What is the human body designed to do?

## **CONTENT AREA STANDARDS**

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Refer to the mainstream grade-level PE Curriculum

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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## **STUDENT LEARNING TARGETS**

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Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

## **Declarative Knowledge**

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Students will understand that:

- People interact with objects on a daily basis in varying degrees and environments
- The body can be used as a specific tool to manipulate an object. A foot to kick or a hand to throw etc...
- The body is able to manipulate and adapt to the environment it is in.

Students will use knowledge of:

- general movement concepts
- relationships between the body and objects
- force and effort
- accuracy

## **Procedural Knowledge**

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Students will be able to:

- Kick
- Throw
- Catch
- Underhand roll a ball
- dribble with feet
- dribble with hands
- strike with body
- strike with an implement

## **EVIDENCE OF LEARNING**

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Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

## **Formative Assessments**

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- Through a variety of different age and skill appropriate activities, students will practice identified skills in both a practice and modified game setting. Skill development for activities may include soccer, football, floor hockey, tee-ball, basketball.
- Modified and lead in games, in which the outcome parallels the “game”, will provide adequate time to practice and develop the necessary skills.
- Practice activities will allow for a non-stressful environment allowing focus to remain on skill performance.

## **Summative Assessments**

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## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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- Mr. Pasieka’s skill development videos.
- Vitathread Performance videos.
- Teaching Fundamental Motor Skills
- PhysEd Review youtube channel

## **INTERDISCIPLINARY CONNECTIONS**

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## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.